



TENNESSEE DEPARTMENT OF

EDUCATION

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Residential Interior Design

Primary Career Cluster:	Architecture & Construction
Consultant:	Rachel Allen, (615) 532-2835, Rachel.Allen@tn.gov
Course Code(s):	6006
Prerequisite(s):	<i>Foundations of Interior Design</i> (6014)
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
Programs of Study and Sequence:	This is the second course in the <i>Interior Design</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/ArchitectureConstruction.shtml

Course Description

Residential Interior Design is the second course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. Students will engage in the development of board presentation techniques for residential spaces using textiles samples and three-dimensional sketches. Upon completion of this course, proficient students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings,

and color renderings. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the second course in the *Interior Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

Course Standards

Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN Reading 3, 4; TN Writing 4; FACS 11)

Design Software

- 2) Consult software manuals and user guides to become familiar with the use of various design software and computer-aided drafting (CAD) programs. Demonstrate basic operations such as:
 - a. Open a new file or existing file; save a file.
 - b. Navigate the various menu bars.
 - c. Use basic commands to create a two-dimensional computer generated floor plans.
 - d. Use basic commands to create a three-dimensional computer generated renderings.(TN Reading 1, 3, 4; FACS 11)

Residential Floor Plans

- 3) Demonstrate proficiency in basic concepts of scale drawings by creating simple two-dimensional drawings with the use of manual drafting tools and computer-aided drafting software. Create a floor plan for a selected room, indicating furniture, built-ins, and architectural features measured and drawn to scale.
 - a. Develop two-dimensional drawings by using proper sketching techniques and measurement systems (i.e., including fractions, decimals, United States customary units, and metric units).
 - b. Create and assemble a three-dimensional model for a residential living space, demonstrating effective use space planning.

- c. Produce a clear and coherent written analysis of the model in terms of the room's design and space concept. Assess how the purpose of the space shapes the content and functionality of the room design.
(TN Writing 4; FACS 11)
- 4) Demonstrate quick-sketching techniques to design rooms, and then create the computer-aided drawings using design presentation software such as Photoshop, SketchUp, Revit, or AutoCAD.
(TN Reading 1, 3, 4; FAC 11)
- 5) Using an instructor-approved software program, draw basic three-dimensional scale drawings to create renderings of a range of residential rooms (living room, adult and child bedrooms, kitchen and utility, bath, home office, etc.) that illustrate the principles of interior design. Write a short narrative to accompany each drawing to highlight the design principles illustrated in each. (TN Reading 1, 3, 4; TN Writing 4; FACS 11)

Interior Environment

- 6) Gather relevant information from textbooks and interior design magazines on the various components of the interior environment, assessing the credibility and accuracy of the sources in illustrating the principles of interior design. Integrate the information retrieved to guide the development of a three-dimensional drawing or model, then create a presentation for a prospective client outlining of the appropriateness of selected components, including but not limited to the following:
 - a. Types of flooring
 - b. Lighting
 - c. Wall and surface finishes
 - d. Accessories(TN Reading 1, 7, 8)
- 7) Research architectural structural elements to describe the options, features, and possible design applications of the following:
 - a. Windows
 - b. Doors
 - c. Cabinetry
 - d. Fixtures
 - e. Other relevant featuresCreate a brochure, digital presentation, or display showcasing the findings.
- 8) Compare and contrast different types of window treatments, such as curtains or drapes, blinds, shades, cornices, swags, and valances, and determine the appropriate window treatment based on window type and customer requirements. Write an analysis of how the choice for a given window treatment impacts privacy, light control, and energy efficiency against practical considerations such as feasibility of installment, cost, and weather conditions specific to particular climate. (TN Reading 1, 7; TN Writing 2, 4, 9)
- 9) Interpret manufacturing specifications when establishing guidelines for selecting furniture, taking into account needs, styles, budget, durability, safety, and environmental impact. Evaluate

claims made by manufacturers and customer reviews in order to analyze furniture selections in terms of their suitability for clients in design scenarios.

Project Management

- 10) Create an outline that illustrates the basic components of project budgets commonly used in interior design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget including walls and floors, lighting, focal furniture pieces, and labor costs for a residential living space. (TN Reading 3; TN Writing 4)
- 11) Examine how businesses in the interior design industry conduct project management processes in residential settings. Compare and contrast components of project management models gathered from case studies of major or local designers. Generate a project management template that addresses the objectives required for designing a residential living space. (TN Reading 7, 9; TN Writing 4, 8)

Textiles

- 12) Research and create a chart of natural and manmade fibers, and the textiles made from them, as they are used in residential applications such as draperies, carpets, and upholstery. Describe in the chart the principle characteristics, best applications for the fibers/textiles, care guidelines, and any associated environmental or safety concerns. Expand the chart to prepare a more detailed guide including samples to be used in presentations to clients. (TN Reading 1, 4, 7; TN Writing 2, 4, 7)
- 13) Research the Textile Fiber Products Identification Act that defines and regulates the labeling of textile products, Flammable Fabrics Act, Care Labeling Rule and the Wool Products Labeling Act that specifies regulations about the labeling of products containing wool. Evaluate the necessity of such laws and d. Summarize the key points of each of the acts in a chart, table, or short narrative. (TN Reading 1; TN Writing 2, 4)

Presentation Boards

- 14) Research how interior design companies create presentation boards. Citing examples, identify characteristics of effective presentation boards. Drawing on the research, compile a list of materials required for a presentation board showcasing one room in a residential setting.
- 15) Assemble a presentation board that incorporates a collage of color samples, fabric, and flooring, mounted with the color elevation rendering that orderly and logically presents a particular theme in color or style of design. . Evaluate these elements visually and tactually to determine the most effective combination that will meet the needs of the client. (TN Reading 4; FACS 11)
- 16) Produce a clear and coherent verbal defense of the presentation board as well as a written narrative that explains the principles of design, justifies the choice of samples, and includes a complete cost analysis of the project. Capture the presentation on video or other media along

with photographs to include in the design portfolio with the written paper. (TN Writing 2, 4)

Interior Design Portfolio

- 17) Update materials, photographs, and sketches from coursework to add to the portfolio begun in the foundations course. Include descriptions of the creative thought process behind each project included. (TN Writing 2, 4)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 2, 5, 6, and 10 at the conclusion of the course.
- TN Writing: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.